



**Thorpe Hesley
Primary School**



THORPE HESLEY PRIMARY SCHOOL Self Evaluation Form

Summary of Previous Judgments	
Date of previous inspection:	1 st – 2 nd November 2023 (Monitoring Visit) 13 th – 14 th July 2017 (Full Inspection)
Quality of education	Grade 1: Outstanding
Behaviour and attitudes	Grade 1: Outstanding
Personal development	Grade 1: Outstanding
Leadership and management	Grade 1: Outstanding
Judgement of early years	Grade 1: Outstanding
Overall Grading	Grade 1: Outstanding

The Context of Our School
<p>Thorpe Hesley Primary School is a larger than average primary school with a PAN of 70. This is often exceeded as families appeal successfully for admissions due to our strong reputation within the community and surrounding areas. We have a wide catchment area ranging from local authority and Housing Association provision to private dwellings. Pupils are mainly white British (86%) and the school has relatively low deprivation - FSM (7.5%), Pupil Premium (9%) and low mobility. Currently, there is a very small number of children who are EAL (1.95%), this lack of diversity is recognised and forms a key driver for school development. The proportion of disabled pupils or those with special educational needs is in-line with National averages (18%). There are currently 9 pupils with an EHCP which is also below national averages (1.65%). Many of our families are highly aspirational for their children both academically and socially, as are staff.</p> <p>School has an Early Years provision of a 70 place Reception and a Nursery providing 65 places of flexible registration including the 15 and 30 hour offers. There is a well-attended, comprehensive wrap around care provision of Breakfast Club from 7:30 am and separate Infant and Junior after school clubs with an offer of two session times, one until 4.30 pm and the later session until 5.45 pm. These have permanent provision including relaxation areas, activities and outdoor play.</p> <p>Despite our school being two separate sites, with a public footpath running through the middle, we are a strong team and support each other well. In July 2017, Ofsted said, 'Leaders have worked as a united team to create an exceptional, stimulating and purposeful learning environment for all pupils. Leaders' ambition to create a primary school to be proud of through the amalgamation of the infant and junior school has been realised.' This still holds true and we continue to provide an outstanding experience for our children and families. Our most recent Ofsted inspection (November 2023) concluded that the school remains outstanding and that, "pupils are extremely happy at Thorpe Hesley Primary School" and "are passionate about learning." Feedback from our families, visitors and external review reports confirm this.</p> <p>The school became an academy as part of the newly formed Creative Children's Academy Trust (CCAT) in 2020, with two like-minded local primaries, and in January 2023 all three primaries became part of the New Collaborative Learning Trust (NCLT) following a successful merge, increasing sustainability and provision.</p> <p>School provides a high quality of education but also focuses on being an integral part of the community around us, both locally and globally. As a school, we acknowledge each person's unique value, recognise their needs and nurture their talents to the full, enabling all to reach their full potential as successful learners, confident individuals and responsible citizens with moral values, ready to make a difference to the world they live in. Our school moto, 'where children grow,' reflects this. Ofsted (November 2023) said, "Pupils are conscientious citizens with a keen sense of fairness."</p>

We work closely with our families and provide regular opportunities for parents and carers to visit school, for example, our regular stay and learn events, parents' evenings, sports days and performances, as well as community events including our Colour Run, Carols Around The Christmas Tree, Musical Extravaganza and services at the local Church. We have a strong and effective Children and Families team who offer bespoke support to our families, including links to external agencies, mediation and day to day support with time keeping and attendance.

The overwhelming majority of parents and carers tell us that the school has an extremely positive standing in this community. In our most recent Parent Survey (July 2024) almost all parents (96%) answered very positively (with either agreeing or strongly agreeing) to the statement, "**my child is happy at Thorpe Hesley Primary School.**" Ofsted (July 2017) said 'Parents are highly supportive and positive about the school. Effective communication means that they know what their children are learning and that they are making excellent progress. Most importantly, they say, their children are very happy.' Recent interactions and parent surveys continue to support this view.

Quality of Education

Previous judgement:

Grade 1: Outstanding

Curriculum

At THPS, we have designed a coherently planned curriculum, with pupils' learning and creativity at the centre, which builds steadily on already gained knowledge and skills. We recognise that a curriculum has to be broad and balanced with clear intent and this is outlined in our curriculum policy. We have developed a curriculum that offers our pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local and wider community with regard to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. We aim to ensure pupils enjoy learning and feel prepared for life after school. We offer our pupils new and exciting experiences through the curriculum as well as extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum promotes an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender identity and/or reassignment, race, religion or belief, sex, or sexual orientation. This is delivered in accordance with the Equality Act 2010, through a variety of methods, including 'classroom-based' learning and through learning opportunities outside of the classroom, including making use of our fabulous woodland area that is constantly evolving thanks to our KS2 'Woodpecker' club and passionate Learning Outside the Classroom Leader, giving pupils the opportunity to experience the outdoors and help learning come alive. There are cross-curricular links where relevant within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how their learning plays a part in everyday life. Classroom teaching (both inside and outside the buildings) includes one-to-one and small group support and interventions for pupils who require additional support.

Our curriculum has appropriate coverage, content, structure and sequencing, and is implemented effectively, monitored regularly and adapted and updated where necessary. Through our curriculum, we seek and utilise opportunities to widen knowledge and understanding further than our locality, acknowledging that our school community is largely white British and so ensuring children have opportunities to experience and develop their knowledge, understanding and acceptance of other cultures and faiths. For example, we have a multi-cultural term where all year groups in school focus on a different country, learning about the human and physical features, their customs and beliefs, and have opportunities to share this learning with each other and with our community. The countries that we study have been carefully selected with our children and our community in mind to give them a breadth of knowledge and experiences of many cultures throughout the world, particularly those which have had a big influence on our country and our local and wider community. We also have termly whole-school themes, where learning for children across school will focus on a specific theme that we feel is important in the context of our local or global community. An example is our 'Paris Paralympics' topic which kicked off this academic year, where children learnt about difference and achieving your dreams. We met a Paralympic athlete, held our own whole-school mini Paralympics, where children from across school took part in a range of Paralympic inspired activities and created our own Olympic Torch relay video.

Our curriculum is flexible where necessary, as 'in the moment' activity also takes place to develop understanding and widen experience. In EYFS the curriculum and continuous provision both indoors and outdoors reflects the changing needs and interests of the children. In all year groups, opportunities to reflect on special days and events are included in the planning of the provision and learning. These have included

Remembrance, the Queen's Jubilee and King's Coronation, community Christmas events plus many more over the year.

As a school we utilise 'in house' expertise and passion to create a curriculum designed by **our** staff for **our** pupils. For example, our Learning Outdoors has developed widely led by a team of passionate staff and pupils; we have changed our MFL provision from French to Spanish following a desire from staff and linked to work carried out with our partner secondary providers, giving the subject a refresh and a boost of enthusiasm for staff and pupils alike. We are proactive rather than reactive, always looking for inspiration and collaboration.

Our curriculum and the wider experiences we offer encourage our pupils to be well rounded citizens, for example, our annual Musical Extravaganza evening where parents are invited to an evening of dancing, singing and instrument playing, gives a real purpose to children's learning as well as an opportunity to celebrate successes. The whole school carries out an annual pantomime visit and our visits and visitors, as well as themed days and weeks, aim to widen experience and promote cooperation and high aspirations.

Staff provide a literary-rich curriculum and have established a core set of texts for every year group to ensure reading experiences include a range of new and classic texts, explore cultural themes and challenge common stereotypes. Reading is the heart of our curriculum and texts are used to enhance our teaching in school providing hooks into writing. Our approach to the teaching of reading ensures that all children make progress and are equipped with skills to access challenging texts. Attainment in reading is excellent and end of Key Stage outcomes are above national standards. Pupil voice shows that reading is highly valued and children are excited about reading in school. In Reception and Key Stage 1, we use the validated phonics SSP programme 'Little Wandle - Letters and Sounds Revised' to structure our phonics teaching and assessment. This ensures that our children have secure foundations in the mechanics of reading before moving into KS2. Throughout school we foster a love of reading and ensure our children have regular opportunities to listen to stories, read aloud and share reading experiences. Events such as our whole-school Story Festival are a great example of the dedication we have towards reading; an opportunity for our children to become immersed in a literary experience.

We have a structured approach to the teaching of writing in school. For each year group, children are exposed to modelled texts and taught the skills needed to write effectively and coherently. Staff use challenging high-quality texts and novels which will enhance their teaching providing valuable hooks into writing. We carefully balance the teaching of composition and transcription to ensure children can write accurately, drawing on phonic knowledge, but also for purpose and effect. Progression documents are used to ensure the teaching of grammar is sequenced and revised within our writing curriculum. Where possible, we link writing opportunities to the topics children are learning in school to allow them to draw on knowledge and vocabulary from the wider curriculum. Spelling and handwriting are taught progressively in school through English lessons and weekly creative spelling sessions. Age-related spellings are then sent home to be consolidated further each week.

At Thorpe Hesley Primary School we appreciate the core concepts behind the Mathematics scheme of learning called **White Rose Maths**. This organisation provides maths resources and activities for pupils of all ages, from early years to secondary school. The White Rose Schemes of Learning outline yearly frameworks that break down what children need to learn during each week of each term to master the statutory learning objectives laid out by the National Curriculum. Our school's daily maths-lessons are aligned with the White Rose Maths frameworks and are designed to be enjoyable, engaging and varied, to help pupils develop a love of learning and work towards mastery. Although we appreciate the benefits on this scheme, we do not rely completely on the resources provided and instead prefer to cherry-pick and custom-make lessons which are tailored to the specific needs and interests of our pupils. We have and continue to put a lot of time and effort into improving performance in arithmetic, particularly for times tables in Year 4 as children prepare for their Multiplication Tables Check. We also teach regular lessons of reasoning, that we call Mission Impossible, which teach our pupils perseverance when problem solving.

Implementation

Each curriculum area has a progression plan which is carefully monitored by individual Subject Leaders with regular scrutiny of planning and work taking place, as well as pupil voice and staff surveys. Curriculum content is carefully sequenced, planned and implemented. In EYFS the curriculum is planned with areas of interest that follow a repeating cycle over Nursery and Reception. This allows for children to revisit learning and deepen their skills and knowledge. This pattern follows through school where focus areas for topics may change but

following a clear progression of skills with practising newly acquired skills beyond the point of initial mastery means children embed their learning. Highly effective and challenging lessons are planned which aim to deepen pupils' knowledge and understanding, enabling skills development across the whole curriculum. Teachers provide stimulating lessons and demonstrate excellent subject knowledge, providing ample challenge in a range of different contexts. Curriculum subject leaders and SLT have supported the planning and delivery of lessons to good effect, sharing good practice and ensuring progression between key stages. The staff are determined that our pupils should achieve well and they encourage independent learning as well as providing opportunities for collaborative learning. Provision is in place to allow year groups to plan together during PPA so consistency and level of challenge are considered when preparing for lessons, particularly when considering the degree of differentiation in lessons. Our children's work books are extremely well-presented and children are encouraged to take pride in their work. All curriculum areas, including English and mathematics, are celebrated with stimulating/supportive classroom displays, working walls and through the continuous provision available within classrooms and corridors.

Comprehensive self-evaluation processes ensure that the leadership team have an accurate view of the effectiveness of the curriculum and can identify strengths and areas for development. This is because monitoring is thorough, meaningful, rigorous and detailed and clearly informs the leadership and management of the school, including its curriculum. Monitoring is scheduled by the leadership team, in line with the other primary schools within the academy, and includes: observations by the leadership team, including middle leaders, regular informal 'drop ins', planning and work scrutiny, discussions with pupils, staff surveys, learning walks and analysis of data. This is then discussed with teachers at termly Pupil Progress Reviews and at appraisal meetings.

Skilled, experienced HLTAs are timetabled to release Subject Leaders to enable them to develop roles, support planning and teaching, ensure accountability and improve teaching and learning still further. Regular monitoring and review by subject leaders and curriculum teams, as well as SLT, ensure our education offer is consistently high and evolving. THPS also invites external review regularly as a means to ensure a front facing, objective viewpoint.

Our subject leaders are proactive and knowledgeable in their area. Staff meetings regularly have a curriculum focus and leaders at all levels are encouraged to lead these where needs are identified. Staff here are keen to improve themselves and CPD records show that staff at all levels access regular training, qualifications and support, ensuring they maintain knowledge of current requirements and guidance and are up to date with local and national developments and priorities. Subject Leaders attend ROSIS (Rotherham School Improvement Service) subject network sessions and our Focus Group model within the NCLT primaries supports staff working together across the MAT to support, inform and empower each other. Over the last few years, one of our teachers worked for the Local Authority as a wider curriculum consultant, delivering sessions on history and geography to a wide range of schools as well as giving individual support and carrying out school reviews around this area. One of our HLTAs has also worked recently on a secondment for the LA to develop a scheme of work for PSHE. Their experience, as well as that of other subject leaders, has then fed into our own school development.

School ensures that good transition, both within school as well as with secondary providers, has a positive impact. School provides transition information for parents through meetings as well as via emails, our website and X. All classes deliver a welcome meeting for parents, as well as various Stay and Learns throughout the year. Anecdotal feedback as well as survey results show that parents find these useful. As an outward facing school, THPS works with both main secondary feeders to enhance transition and relationships. Staff from both schools are welcomed into school and offer a range of lessons from subject specialists, working with our own staff, throughout the year. School also runs an after hours Homework Club which ensures all KS2 pupils have access to quality support and resources.

SEND and Pupil Premium

"Equality of opportunity is taken very seriously at Thorpe Hesley and staff are diligent in ensuring that pupils with SEND have equal access to the rich curriculum." (Diane Stokes, Learn Sheffield Consultant, June 2023). The school is committed to the early identification of Special Educational Needs and Disabilities. It was recognised by Ofsted (November 2023) that "staff have considerable expertise in identifying the additional needs of pupils with special educational needs and/or disabilities (SEND) quickly and accurately." Provision begins with the implementation of 'quality first teaching' and following the graduated response. All pupils identified as having SEND have an IEP in place with personalised targets and identified support to meet their individual needs and enable them to be successful learners across all subjects. These include small group and 1:1 intervention, targeted adult support and access to specialist resources and learning materials, e.g.

personalised sound/word mats, pencil grips, reading overlays, maths apparatus. Staff are very clear to strike a balance between intervention and the timetabling of the curriculum and find creative ways of ensuring that a pupil who accesses a certain programme does not miss the same lesson in class each day.

School follows the assess-plan-do-review cycle with parents invited to termly SEND review meetings to monitor progress and ensure that targets and support continue to meet the child's needs. "Progress is tracked meticulously, and the Inclusion Lead has evidence of pupils who have successfully accessed intervention programmes and as a result, been removed from the SEND register." (Diane Stokes, Learn Sheffield Consultant, June 2023).

School work closely with a range of outside agencies to ensure that they are meeting children's needs, including the Specialist Inclusion Team, Educational Psychology Service, Speech and Language Team and Occupational Therapists. "Staff work closely with parents and many external professionals to make certain that pupils with SEND get the help that they need promptly" (Ofsted,2023). If, despite a high level of support, there are still concerns about a child's progress, they may have a Learning Support Plan (LSP) or a Personalised Learning Plan (PLP), provided by the Specialist Inclusion Teacher. Children with complex needs/high level and intense support will have an SEN support which may then lead to a request for a statutory assessment (EHCP). The school liaises closely with parents of pupils with SEND so that they are fully informed about the level of support their child requires and the progress they are making.

"Staff constantly explore different ways to modify their delivery of the curriculum to enable pupils with SEND to access the same learning as their peers." (Ofsted, 2023) Our curriculum is accessible to all pupils and supports pupils eligible for the pupil premium grant. Pupil Premium funding is used within school to employ additional teaching assistants to deliver in-class support and interventions targeted specifically at Pupil Premium Recipients. In addition to this, funding is used to release the Inclusion Lead to deliver CPD and monitor PP support across school, as well as deliver support and interventions directly, ensuring that this support is high quality, delivered by a highly qualified and experienced senior member of staff. Every child has a Pupil Premium record in place which outlines support personal to each individual child to ensure that support is targeted to individual needs. Ongoing monitoring and data analysis ensures that identified targets and support continue to improve progress and attainment.

A PP Voucher Scheme has also been introduced, allowing parents the opportunity to spend allocated money on school uniform, extra-curricular activities or school trips, ensuring they have the same access to opportunities as their peers. Monitoring and tracking shows that Pupil Premium funding is well spent and the progress of our disadvantaged pupils is usually good or better. Because our disadvantaged is a low percentage, children are tracked individually rather than generalisations about the cohort of children as a whole.

Assessment

THPS uses formative, diagnostic and summative assessment throughout the year to inform planning, embed knowledge and inform next steps – whether this be on an individual, group or whole class basis. Close monitoring of pupils help staff to identify if/where pupils are falling behind and take relevant steps to address issues.

Staff at all levels consistently ensure pupils know how well they have done and how to keep improving. Strong, coherent leadership has ensured consistency in approach in day to day marking and feedback which is positive, frequent and helpful to the pupils in guiding their next steps in learning. Our marking policy ensures parity throughout the key stages. Subject Leaders regularly include this as a focus in their scrutiny. As a school, work has been done to ensure appropriate time for pupils to reflect upon advice given both verbally and in written feedback. Polishing pens are used in key stage 1 and 2 so that it is clear where children are redrafting/editing/improving their work. Recent CPD on retrieval practice has been delivered to all teaching staff in school to ensure that children are given regular opportunities in all subject areas to strengthen their retrieval skills and revisit learning.

Termly assessment is used to track core curriculum progress and attainment. Data from this is interrogated by class teachers, year group teams and senior leaders which is used to inform termly Pupil Progress meetings where strengths and priorities are identified, ensuring this is used effectively by staff whilst working within a reasonable teacher workload. Actions are then taken as necessary to increase pupil performance by thinking differently rather than adding workload for staff or pupils. Examples of this are pre and post learning during assembly time, targeted support sessions, in class support and work with parents and families to give additional support. Assessment periods (other than statutory) are planned in line with curriculum teaching activity to be non-intrusive where possible whilst giving necessary and useful information.

Over the last couple of years, senior leaders from across the trust have worked together to ensure consistency in the assessments used for Reading, Writing, Maths and GPS across the three primaries, developing shared data analysis through Power BI to allow for comparisons to be made across the three schools, leading to the identification of shared priorities and subsequent collaborative work in these areas, as well as identifying where the schools can support each other.

Our wider curriculum is also regularly assessed and monitored. There is a big focus on assessment for learning to inform next steps, differentiation and support. Staff assess individual subjects against a specific set of criteria in the form of progression documents. Using these, summative judgements are made for foundation subjects midway through the year as well as at the end of each academic year which are analysed through Power BI. These are used by class teachers to identify priorities for teaching and to support when passing information on to the next class teacher – this is done at both a whole year group level and an individual pupil level. This data is also analysed by subject leaders to identify strengths, trends and priorities which may lead to them supporting specific year groups or individual teachers, sharing good practice and organising peer work or organising CPD at either a whole school level or for specific individuals. Wherever priorities are identified from this analysis, these are acted on by teachers, subject leaders and year group leaders.

Impact

Monitoring, assessments and outcomes show quality teaching and learning combined with first hand innovative, exciting and memorable experiences have impact on all our pupils. Pupils’ books demonstrate well-presented, good quality work with high productivity as a result of high expectations and opportunities to engage in independent learning activities. “The school has very high expectations of pupils’ conduct and achievement. Pupils respond positively to these expectations. They achieve highly and behave well.” (Ofsted, November 2023)

Pupils experience a quality curriculum centred on them, allowing for creativity, innovation and purposeful learning according to our ethos and aims. Pupils love the creativity and challenge of learning at Thorpe Hesley Primary and they are encouraged to be curious, inspired and resilient learners and this allows them to consolidate, develop and deepen their knowledge of the world around them. Our bespoke and creative curriculum creates teachers who love to teach and children who love to learn. “The school has created a well-organised and highly ambitious curriculum that inspires and engages pupils.” (Ofsted, November 2023)

KS2						
	2022		2023		2024	
	Exp+	GD	Exp+	GD	Exp+	GD
Reading	84.3%	28.6%	78.6%	32.9%	81%	25%
Writing	80%	7.1%	80%	8.6%	81%	17%
Maths	84.3%	21.4%	81.4%	24.3%	79%	29%
SPAG	85.7%	38.6%	85.7%	35.7%	78%	26%
RWM	70%	4.3%	68.6%	7.1%	68%	7%

Strengths

- We remain well above National at Exp+ in ALL areas.
- We scored above National at GD (2023) in Maths and Writing.
- The percentage of children achieving GD in Writing has almost doubled since last year and more than doubled since 2022.
- Progress in Writing is much improved from the previous 2 years (-7.7 in 2022, 0 in 2023, 1.4 in 2024) and is well above National.
- Maths GD has improved for the second consecutive year and remains very strong.
- Although below the cohort as a whole, our PP children have performed well in Reading (67%) and Writing (67%) at Exp+ and at GD in Reading (17%), GPS (17%) and Maths (17%).
- A significant number of our SEN pupils have achieved the expected standard in all subjects (Reading 38%, Writing 40%, GPS 38%, Maths 25%). 13% of our SEN pupils achieved GD in GPS.

Priorities

- Reading and GPS GD are both below National (2023) which means that combined RWM GD is also below National (2023).
- The percentage of children scoring exp+ in both GPS and Reading has dropped slightly from the previous two years.

- There is a significant gender gap at GD in Reading (28%), Writing (23%) and GPS (17%) with girls outperforming boys.

MTC			
	2022	2023	2024
Full Marks	19%	16%	69%
Average Score		18.9	23.2

Strengths

- Attainment in the MTC is very strong with considerable progress from last year's results.

Priorities

- To ensure the MTC remains a priority

KS1						
	2022		2023		2024	
	Exp+	GD	Exp+	GD	Exp+	GD
Reading	75.7%	30%	72.7%	24.2%	82%	40%
Writing	65.7%	12.9%	68.2%	6.1%	70%	12%
Maths	80%	20%	74.2%	21.2%	81%	30%
SPAG	71%	17%	75%	13%	79%	43%

Strengths

- Attainment in all core subjects at both exp+ and GD has improved since last year and is significantly above National (2023).
- Attainment at GD in Reading is particularly strong (40%).
- Attainment in GPS is also strong, particularly at GD (79% Exp+, 43% GD).
- The percentage of children achieving GD in Writing has doubled since last year.
- There is no significant gender gap in the core subjects apart from at GD Maths with boys (42%) outperforming girls (22%).
- Attainment of Pupil Premium children in Reading is strong with 83% achieving Exp+, therefore outperforming the cohort as a whole.

Priorities

- To continue to prioritise GD Writing.
- Attainment of SEN pupils in Reading and Writing.

Y1 Phonics		
2022	2023	2024
80.3%	80.9%	85%
Y2 Phonics (Overall Pass Rate)		
2022	2023	2024
89%	88%	96%

Strengths

- The percentage of pupils passing their phonics screening has continued to improve in both Year 1 and Year 2 and is significantly above National.
- 96% of our Year 2 pupils have now passed their phonics screening, compared to a National average (2023) of 87%.

Priorities

- To ensure that Little Wandle provision for pupils in Key Stage 2 who are not yet secure with their phonics is prioritised.

EYFSP		
GLD		
2022	2023	2024
60.9%	76.7%	68%

<p>Strengths</p> <ul style="list-style-type: none"> - The percentage of pupils achieving GLD remains above National despite the high percentage of pupils with significant SEN needs (14% on SEN register, 2 pupils with an EHCP and a further 2 on the EHC pathway). - Performance in Personal, Social and Emotional Development (77.8%) and Physical Development (79.4%) were particularly strong. <p>Priorities</p> <ul style="list-style-type: none"> - Listening, Attention and Understanding was the weakest area (71.4%) which reflects the needs of this cohort and will need to remain a priority into Year 1, with focus on speech and language interventions and speaking and listening interventions.
<p>Self-judgement</p> <p>Outstanding</p>
<p>Key priorities going forward</p> <p>Continue to build on the positive progress in Writing at both exp+ and GD</p> <p>Attainment at GD in English-based subjects (Reading, Writing and GPS), with a particular focus on boys in year groups where a gender gap is evident</p> <p>Ensure effective phonics provision is continued into KS2 for children not yet secure in their phonics knowledge</p>

<p>Behaviour and Attitudes</p>	
<p>Previous judgement:</p>	<p>Outstanding</p>
<p>Environment, Behaviour and Attitudes</p>	
<p>Behaviour in school continues to be excellent, due to the strong behaviour policy which is built on a positive behaviour model. This is consistently applied throughout all three key stages by all members of staff. Parents and visitors regularly comment on the calm, welcoming environment. School and classrooms provide a safe, calm, orderly and positive environment to enable pupils to learn and feel valued.</p> <p>The school consistently promotes high expectations for outstanding behaviour and this was recognised in previous Ofsted reports (2012 and 2017) as well as the most recent (November 2023). Our Behaviour Policy is effective in ensuring pupils know right from wrong and our Golden Rules support this. Children lose Golden Time when rules are broken, however, they are aware that these minutes can be earned back as we promote a positive behaviour model recognising that mistakes can be rectified.</p> <p>Incidences of low-level disruption are very rare. Behaviour of children with particular needs is mostly positive and measures are put in place to maintain this. Because of this positive ethos, children encourage each other to display appropriate behaviour and to be proud of doing so. Our school prefects, a role that children can apply for in Year 6, help to ensure positive behaviour in our corridors and cloakroom areas during break and lunchtimes and our Year 6 playleaders promote positive behaviour and interactions out on the yard through organising equipment and running group games and activities. Excellent leadership by these pupils is rewarded through our 'play-leader of the month' awards which children across both Key Stages are encouraged to nominate individuals for.</p> <p>Attitudes to learning are excellent, with confident, self-assured learners equipped with the skills and qualities needed for life. Our Parent Survey (Autumn 2023) indicates that over 94% of parents feel that school makes sure its pupils are well behaved. This is reflected in the progress that the children make academically, socially and physically. Academic achievement continued to be a strong focus in school, despite the pandemic and our attention needing to turn more frequently to social emotional attitudes as a result of prolonged absence from school and SEMH needs. Our pupils take great pride in their work and achievements, these are regularly celebrated through school displays, celebration assemblies, Twitter and through our weekly newsletter. Ofsted (November 2023) commented, "Pupils' exceptional attitudes help to create a calm and purposeful environment in school."</p> <p>Behaviour in lessons and at all other times is exceptional. All staff manage the behaviour of pupils very effectively and champion the compliance with our school's Golden Rules. This is rewarded through Golden Tickets, Reading Rewards and class points. We also have weekly celebration assemblies in both buildings as</p>	

well as information in our weekly newsletter. Staff encourage pupils to work hard and recognise their efforts through positive reinforcement and reward. Children are also set firm boundaries and issues are dealt with effectively, with consequences occurring fairly, in line with our School Behaviour Policy. Children are taught to be respectful and considerate of the feelings of others. In lessons, children are nurtured and enriched by strategies which encourage them to value the diversity of today's society. By setting positive examples and providing children with clear expectations and routines, our children feel safe, secure and prepared for learning. Parents support us in our drive for further improvements in behaviour by annually agreeing and signing a Home School Agreement and ESafety documents.

The children are secure with their knowledge and understanding of daily behaviour systems. The impact of these initiatives in school is that "pupils' behaviour is exemplary. They are exceptionally thoughtful and well mannered." (Ofsted, November 2023)

The school has very few recorded incidents of racism, bullying or use of derogatory language or aggressive behaviour and we record all incidents on CPOMs. Our Governor with responsibility for Behaviour and Anti-Bullying checks records on a regular basis. There are robust and effective strategies in place to deal with them swiftly and sensitively should they occur. As a school, we have achieved our Gold Anti Bullying Award.

In 2023-2024 there were 6 suspensions. 4 of these were for one particular child, who was then permanently excluded. This was then rescinded as alternative provision was found. As always, we worked extensively with outside agencies and the LA to support the family and ensure a smooth transition.

School has a calm, industrious, cheerful atmosphere. This enables us to think outside the box on many occasions and create fun, themed days, confident in the knowledge that behaviour and learning will continue effectively even in an atmosphere highly charged with excitement.

Attendance and Punctuality

Attendance at THPS is consistently above the average for Rotherham Local Authority every year, although it is still an area that we continually strive to improve. We continually challenge those parents who take children out for term time leave as this forms the majority of absence. We have worked collaboratively across the NCLT primaries to create a shared attendance policy which is shared with parents to emphasise the importance of good attendance and punctuality as well as an 'attendance pyramid' to act as a visual for parents and children to understand the threshold of their child's attendance and encourage them to aim high. We have an attendance team in school, led by our Children and Families Officer, who meet regularly to review attendance and ensure the attendance policy is being applied consistently and fairly.

The attendance team attend termly Early Help Attendance Forums to ensure that we are up to date with the School Attendance Matters Pathway. We have a live attendance tracker which is used to monitor and review attendance on a half-termly basis. Panel meetings are organised for parents of children identified as persistent absentees, providing an opportunity for meaningful conversations with parents around attendance and collaborative work to implement support and strategies for improvement.

Punctuality is also good because children enjoy coming to school (this is supported by results from both pupil and parent questionnaires). Persistent lateness or absenteeism is consistently and quickly addressed by the Children and Families Team, in conjunction with Early Help. Our Inclusion team also monitor attendance and address issues there.

We continue to celebrate good attendance with the classes with the best attendance each week being announced in assemblies and rewarded, with additional breaktime privileges in KS2 (use of the basketball and football pitch) and 'Adam the Attendance Ant' visiting classes in the Infants. We have also launched incentives including termly certificates and a termly draw to win a takeaway voucher.

Self-judgement

Outstanding

Key priorities going forward

To continue the focus on excellent behaviour and attitudes

To ensure that the new guidance around attendance is effectively and consistently implemented within school

Personal Development

Previous judgement:	Outstanding
Spiritual, Moral, Social and Cultural Development	
<p>Thorpe Hesley Primary School continues to be an outstanding provider around personal and social development. As a school we promote opportunity for our pupils, and their families, to have diverse experiences and demonstrate good practice for them to follow. As a school, our whole staff contribute to the idea that we are educating citizens of the future who, going forward, will contribute effectively to society. Our ethos is that we are equipping pupils with the knowledge and cultural capital they need to succeed in life, but also to support others, be altruistic and play a part. Our broad, creative curriculum, developed with our children and community in mind, extends beyond the National Curriculum to ensure our children have a plethora of first-hand experiences to develop the knowledge, skills and attitudes to become confident, well-rounded citizens who can make a real difference. The school has created a well-organised and highly ambitious curriculum that inspires and engages pupils,” (Ofsted, November 2023). We develop resilience, confidence and independence through planned learning – both indoor and out. Extra-curricular activity also supports this, for example Carols Round the Christmas Tree, Musical Extravaganza, Colour Run and our newly introduced careers day.</p> <p>Within our curriculum, we ensure our pupils know how to keep physically healthy, eat healthily and maintain an active lifestyle. This includes activities in lessons, our recently developed Learning Outdoors focus, adult or student play-leader led activities at breaks and out of hours clubs. We provide lunchtime and after school clubs with a wide variety of themes and activities and many of these are staffed by school staff, colleagues from partner schools and external providers. These include ballroom/Latin dancing, boys and girls' football, choir, outdoor 'woodpeckers' and 'hedgehogs', science club, eco champions etc.</p> <p>Staff are aware that as a largely monocultural school, the curriculum must reflect the world in which we live, and as a result, subjects have been planned to meet the needs of the pupils and to build cultural capital. We hold an annual Multicultural term where every year group in school learns about a different country, which are carefully selected with local context in mind. The children learn about their country's location, human and physical features and their customs and make links and comparisons to their own lives. Opportunities are created for them to share this learning with each other and with the community. Our creative curriculum promotes critical thinking about world affairs, delivered in an empathetic manner. Topical issues are tackled through current affairs. We feel the breadth of learning that our pupils experience in this respect helps them to be equipped to interact positively with and contribute to our culturally diverse local community, even though our pupils are largely from white British backgrounds.</p> <p>A wide range of opportunities are created through our creative curriculum and daily school life for pupils to reflect upon their own beliefs and build up their knowledge and understanding of their lives and those of others. As a school, we promote enjoyment and fascination in learning and pupils are interested in learning about themselves and the world around them. Children understand that they should respect all religions and beliefs, even when these differ to their own. Assemblies celebrate religious festivals; include the learning of hymns. The local vicar takes some of these assemblies and invites us to visit church at times of Christian celebration. All year groups follow the locally agreed syllabus for RE which covers the range of world religions and we promote first hand learning opportunities – visits to the local church for harvest, Remembrance, Christmas and Easter, celebrations in school for Divali, Chinese New Year.</p> <p>Weekly PSHCE sessions cover topic areas such as relationships, bullying and friendship which teach our children about the appropriate ways to deal with certain situations. RSHE is taught from a planned curriculum as appropriate to year groups. RE and PSHE pupil voice and staff questionnaires are conducted regularly, alongside other monitoring, e.g. planning checks, work scrutiny and learning walks, to ensure that standards remain high and staff are supported. Some staff in school have SACRE qualifications and we have won many SACRE awards over recent years. We have also received two Mover and Shaker Awards and various other Healthy School and Wellbeing Good Practice Awards.</p> <p>Our broad and balanced, creative curriculum ensures that learning extends beyond the academic. Opportunity is taken at every turn to develop well rounded citizens of the future with integrity and thought for others. We have several pupils and families who have carried out supportive or fund-raising activity as part of our community, led by work we as a school have carried out initially. As part of school's "for our Jude" celebrations we carried out fund raising and awareness activities supporting a pupil fighting a battle against leukaemia. These included our snowflake wall, thumbs up films and a huge celebratory day where the whole school lined the playground cheering for his final return. Other staff, pupils and families have carried out 'tough mudder' events, Race for Life, little princess haircuts etc and as a school we support, encourage and celebrate with</p>	

them. This, along with our support for local charities including the Salvation Army, Age UK and Families first demonstrate the wider reach of the influence of our school ethos. We have an outward facing, compassionate view where everyone is accountable and responsible for others. Ofsted (November 2023), "Pupils are conscientious citizens with a keen sense of fairness. They raise funds for many worthy causes."

Our Deputy Head Teacher has recently taken on the role of Personal Development Lead ensuring that Personal Development remains a key priority for school and that there is a clear, shared direction and vision. As a school, we have signed up to the Cultural Champions initiative run by Rotherham School Improvement Service in conjunction with the Royal Opera House and three members of staff have completed training to become Cultural Champions to further promote the arts within school. We are also on the Artsmark journey, having submitted our statement of commitment. Our Head Teacher sits on the 'Picture This!' steering committee, which school take part in every year. This is a project where a group of artists are chosen each year as a stimulus for creative work within local schools which is then celebrated with a Rotherham-wide exhibition. We also increase our children's awareness of the world of work, raising aspirations and reducing stereotypes, through work within PSHE as well as through visitors in to school linked to year group topics. This year we have been involved in the 'Start Small, Dream Big' careers hub to further develop our work in this area. As part of this, we planned and organised a whole-school careers day where we invited in parents, local businesses and members from the emergency services in to school to speak to the children about their career choices, including qualifications, challenges, areas of expertise, uniform etc. This is something that we are working on embedding within the curriculum and hope to utilise the connections that we have made.

At Thorpe Hesley Primary School we are dedicated to providing a wide range of sports activities for our children. We offer various forms of sport during PE lessons and through various lunchtime and after school clubs, as well as taking part in after-school competitions, organising in-house sports days and Varsity sports events within the academy. Our committed staff have worked extremely hard this year to provide children with a range of after school and lunchtime clubs, including dance, basketball, tag rugby, football, mini-movers, gymnastics and hockey. Through these initiatives and clubs, we hope to instil a love of sport, develop essential skills and promote healthy and active lifestyles among our children. As well as regular PE sessions, we have organised after-school competitions and events to encourage student participation and promote healthy competition. Our sports days provide the opportunity for all children to participate in a range of sporting events at a competitive level. Students from our local secondary school facilitate the organisation of the events and help promote team work and sportsmanship. By having separate sessions for Nursery, Foundation Stage 2, Key Stage 1, Year 3/4 and Year 5/6, children are able to compete in more events and try a range of activities. Our Year 4 children also take part in an annual Sports Varsity event hosted by one of the colleges within our trust where they compete against children from the other primary schools within our trust.

Our Early Years Foundation Stage meticulously plan experiences and learning which enhance and provide first hand learning concentrating on our prime areas of Communication and Language, Personal, Social and Emotional Development and Physical development. These areas are at the core of everything we do and our stimulating provision and activities provide children with learning opportunities that engage and extend their experiences. We work closely with parents through our open door policy, parent workshops and stay and learns to ensure that children are supported with their learning at home and at school. We pride ourselves in our approach to fostering a love of learning for the whole child and this ethos runs through all the staff working in our Foundation Stage.

British Values and Protected Characteristics

At Thorpe Hesley Primary School we understand that the society we live in is diverse and our curriculum and life within school reflects this. We continually weave the thread of social, cultural, moral and spiritual British values throughout day to day school life and underpinning this are the values and understanding of democracy, law, liberty, respect, tolerance, tradition and heritage. We celebrate the role of Britain both historically and in the present. We want pupils to have knowledge of and be proud of their British heritage and the cultural and historical traditions that we are renowned for the world over. This involves celebrating Royal events, Remembrance Day, festivals such as Harvest, Christmas, Easter alongside those from other cultures such as Eid, Diwali and Chinese New Year, for example. We visit the local church at least four times a year to mark these celebrations. The children visit places of cultural significance as part of their wider curriculum.

All staff promote British Values through the curriculum and events and these are also taught in depth during the summer term in Year 6, making links with transition as some of our pupils move from a predominantly white British school to multicultural secondary schools. Children are taught about the Royal family, places of worship in the United Kingdom, the importance of respect and the legal system. We have an annual visit to Crucial

Crew where Year 6 children are taught how to deal with situations and what outcomes they could face should they commit a crime.

Pupils enjoy discussion of moral and ethical issues and the promotion of critical thinking encourages them to explain their reasoning. They reflect on their behaviour and acknowledge the importance of apology and forgiveness. Golden rules are shared and displayed in all classrooms. There is a Celebration Assembly on Fridays where Star of the Week, attendance, reading at home and class points are acknowledged.

Thorpe Hesley pupils develop a wide range of personal and social skills during their time here, which help them to work and socialise in various contexts. We have an active school council with members from each class who are democratically elected by their peers, as well as Eco-champions who help to promote sustainability and caring for our environment across school. Ofsted November 2023, "Pupils are excellent ambassadors for the school. They shine in the many leadership roles available to them. For example, pupils are mature and diligent school council members, prefects, reading buddies and mentors." We also have a wide range of other student leader roles, including prefects, play-leaders, computer monitors and lunchtime helpers. "Staff have built strong relationships with pupils so that they feel secure, safe, confident and empowered to be responsible and respectful members of the school community, qualities modelled so well by all the adults in school." (Diane Stokes, Learn Sheffield Consultant, June 2023).

All staff in school understand the importance of the protected characteristics and actively promote these in our curriculum and work to embed them into our ethos. Our PSHE lead has created a useful document which show the coverage of content and themes relating to each of the protected characteristics within our PSHE curriculum and these are woven throughout the PSHE curriculum in all year groups.

The New Collaborative Learning Trust (NCLT) is committed to ensuring a fair and consistent community across all its workplaces, and as such has agreed a Trust approach to FREDIE Events, ensuring that everyone is treated fairly and with respect and fully embrace the **FREDIE** principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement. There is a FREDIE calendar which shows all of the events throughout the year and various staff (including senior leaders, subject leaders, cultural champions, children and families team) and student groups (including school council, head and deputy girl/boy) are allocated to promote and run these events and themed days/weeks in school and promote these within our school and wider community.

Emotional Health and Wellbeing

Mental Health continues to be a focus at THPS. Staff have elected to undertake training linked to this area, for example, bereavement, Mental Health Champions (adult and pupil) and trauma informed practice. We have a clear and strong SEMH offer which includes support for staff and families.

The school has a strong and effective Children and Families team that can offer bespoke support for both children and families, including around emotional health and wellbeing. We work in partnership with our trust schools to share good practice, updates and training. Holding regular meetings with the Children and Families Teams across all three primaries. We have implemented a four-tiered approach to Children and Family Support. The tiers consist of class-based support at tier 1, support from the pastoral team at tier 2, team around the child support at tier 3 involving the child and their family and work with external agencies, including Early Help, at tier 4. Early Help link meetings take place termly to discuss cases, as well as an annual meeting to review the support from across the year and consider future needs. We also work closely with 'With Me In Mind' who have mental health professionals in school on a weekly basis completing a range of work from supporting staff, running parent coffee mornings and workshops and working directly with children on a 1 to 1 basis or in small groups on a range of emotional health and well-being needs.

Our children are taught how to look after their own mental health and wellbeing and this, alongside safeguarding, including on-line safety, is woven through the curriculum. We address issues surrounding mental health and safeguarding through our PHSE curriculum, regular assemblies and through other opportunities throughout the year for example, Transition Worries workshop for Year 6, activities and workshops as part of Mental Health Awareness Week and Anti-bullying week, NSPCC assemblies and workshops. Parents are also included in the school's safeguarding programme with regular communications, for example social media updates, guides for parents, summer safety leaflet, as well as opportunities to participate in online training.

Staff wellbeing also continues to be a priority within school with regular reviews of workload, termly staff voice meetings, monthly lucky lottery draws (where staff can win an early-finish or a late-start on a day of their choice) and golden ticket days (where all staff are given a day off work per year with a specific focus on mental

health and wellbeing). We also run a 'secret buddy' system where all staff are allocated a buddy to surprise with special treats throughout the year, e.g. a hot drink and biscuit left on their desk, a small gift on their birthday. We also have staff postcards which staff are encouraged to write for each other to recognise and celebrate day to day achievements and hard work, in addition to termly Above and Beyond awards which are nominated and voted for by staff. An annual staff survey is also conducted, in addition to a specific staff wellbeing survey, and the results of these are analysed, shared and acted on. Last academic year, as part of Mental Health Awareness Week, a wellbeing staff meeting was held where staff were given the opportunity to sign up to a workshop to allow them time to relax and learn a new skill or enjoy a mindfulness activity. We also run Golden Weeks a couple of times per year where there are no meetings before or after school, limited marking and staff are encouraged to have an early finish. Every member of staff is also given a 'Golden Ticket Day' each academic year which they can book off work to focus on doing something for themselves to promote positive mental health and wellbeing.
Self-judgement
Outstanding
Key priorities going forward
Develop children's cultural capital and increase their awareness of the world of work, raising aspirations and reducing stereotypes
To continue to raise the profile of social and emotional development and wellbeing across school

Leadership and Management	
Previous judgement:	Outstanding
Leaders' vision for education	
<p>At Thorpe Hesley Primary School, leaders have a clear and ambitious vision for providing high-quality, inclusive education, with creativity at the heart. This is reflected in our school aims which are regularly reviewed with staff at all levels to ensure that they are shared by all. These are:</p> <ul style="list-style-type: none"> • We aim to treat every child as an individual ensuring that their needs and wellbeing are at the heart of everything we do. • We aim to provide a safe, happy environment for children and adults where everyone feels welcome and supported. • We aim to provide an inclusive curriculum and creative learning environment which will challenge and support all children, allowing them to reach their full potential. • We aim to equip children with the life skills, knowledge and understanding to become responsible citizens who can shape the future. <p>Our ethos is simple – through providing a bespoke, creative curriculum full of meaningful learning opportunities, projects, themed days and events, we want to create teachers who love to teach and children who love to learn. Our whole school staff have shared values, policy and practice and with a strong 'family feeling,' which is clear throughout school, we regularly receive positive feedback on the atmosphere and ethos created as a result.</p> <p>Leadership and management at THPS continue to be outstanding. There is a strong team spirit in the school and leaders at all levels take responsibility for teaching and learning, community, the school ethos and environment. Because all stakeholders feel they are part of our community there is consistently a desire to improve quality around education, environment and social engagement. This is reflected in the practice within school, in all areas. Ofsted (November 2023), "Staff have the freedom, and the expertise, to design and develop different curriculums. They have a voice in deciding the priorities of the school."</p>	
Leadership Structure and Professional Development	
<p>The quality of leadership and management of the school continues to be a strength. The school has a hierarchical staffing structure with an experienced and strong Senior Leadership Team and Middle Leadership tiers following a distributive model. The leadership team consists of an Executive Leadership team - Head</p>	

Teacher, two Deputy Heads (FTE 0.8 and 0.6) and Assistant Head (FTE 0.8), supported by a School Operations Officer. Our Leaders are strong and well-focussed on school improvement. There is a clear progression structure in place to ensure future proofing and senior and middle leaders have accessed excellent CPD both internally and externally to increase their skills and understanding of school improvement, e.g. NPQH, NPQSL, SENCo Accreditation (PGcert), Outstanding Teacher Programme (Olevi), Outstanding Leadership in Education (Olevi), SLE training and BATL, which have contributed to them developing and fulfilling their role in school self-evaluation and improvement. The leadership of the school are committed to building capacity to ensuring that the school continues to improve. The Head Teacher has completed the NPQH, as has a further member of SLT. Two middle leaders have also recently signed up to NPQs in Senior Leadership and Leading Teacher Development and the Head Teacher has recently completed the NPQ Early Headship Coaching Offer. "All leaders bring different skills to the team, which, combined, result in highly effective direction to staff for school improvement." "...it is leaders' focus on improving pupils' outcomes across a broad and balanced curriculum that is exceptional," Ofsted July 2017. This still holds true.

This leadership structure has been enhanced by collaborative work with our partner primary schools in the NCLT. SLT from all schools meet together on a regular basis and support is offered and received through the Trust. We have a strong Primary Improvement Team within the trust, comprising a Director of Primary Education and English and Maths Improvement Leads. We have NCLT primary Focus Groups which target areas for improvement, providing opportunity for collaboration and support across the MAT. These include core curriculum areas but also creative and community focussed areas.

As part of the appraisal cycle, all members of staff continue to benefit from challenging performance targets which are related to school priorities and evidence staff accountability. This leads to professional development opportunities which challenge, support and encourage staff improvement. All staff at every level are encouraged to aspire and aim for self-improvement. We have a high uptake of CPD, both internal and external where staff have sourced or been directed to areas for development or enhancement. All staff take ownership of their CPD, there is a culture of improvement in our school. Staff are supported to access help, support and CPD according to desire, requirement and need.

Staff are actively encouraged and are given wide opportunity to further develop their practice both in school and out. Two of our senior leaders lead improvements in Maths and English across the NCLT primaries while our Early Years leader has supported staff at one of our partner primaries to improve their Early Years offer, as well as running the Learning Community EYFS network group. Our English lead is an experienced LA moderator and our maths lead is an SLE. Following a successful external review of our provision for ECTs, our ECT leader has been asked to be a facilitator in the delivery of the Early Career framework for ECTs for the South Yorkshire Teaching Hub and share good practice across other Rotherham schools. She has also recently been appointed as ITT/ECT Lead across the trust primary schools. We currently have two members of our senior team who are facilitating NPQs for Exchange Teaching hub in SEND and leading literacy. Over recent years we have hosted the Outstanding Teacher Programme, a member of staff has led the Outstanding Teaching Assistant Programme, plus staff have delivered History and Geography CPD across the LA. We also have a member of staff who was seconded one day a week for the LA developing and delivering EHWP CPD and projects for several years. We also have a member of staff who sits on a panel for a fostering and adoption agency. Our staff also continue to engage in all other ROSIS and Learning Community network groups, e.g. Headteachers, SEND, Maths, English, foundation subjects, attendance.

In September 2023, the trust held its first Primary Teaching and Learning Conference, where staff from across all three primaries came together for a day of high quality CPD. As well as workshops led by staff from our primary partners and external speakers, six members of staff from our school led workshops on a range of subjects including: supporting sensory and social difficulties; reasoning in mathematics; teaching PSHE through fiction; reading for pleasure; EYFS play-based learning and outdoor learning. There are now plans in place for this to be a biannual event.

We have excellent staff retention and staff who do leave us are generally moving on to promotions in other schools.

Engagement with Parents and the Community

At Thorpe Hesley Primary School we put a huge value on being part of our local community and, as such, we engage closely with parents and the community. As well as class Welcome Meetings at the start of the year, we hold regular Stay and Learn sessions where our parents are invited in to their child's class to learn more about their curriculum and learning and experience this first hand. Uptake and feedback from parents for these

sessions is excellent. Parents are also invited into school regularly for events and celebrations, for example, our Picture This exhibition, Christmas performances, Christmas extravaganza and our annual Colour Run.

We have an enthusiastic and active Friends and Relatives Team who support with organising various fund-raising activities throughout the year. We also have close links with our local church with children making regular visits to church for Harvest festival, Remembrance Day, Christmas Gift Service and Easter Service, as well as welcoming our local vicar, Reverend Lynn, into school to work with classes and deliver assemblies. Ofsted (November 2023), "Pupils are active in the community. They attend the local church during harvest festival, perform plays for parents and carers at Christmas and sing carols in the local village."

We also encourage parents and members of our local community to come in to school to share their interests and expertise, for example, one of our parents who was the captain of the Gold Medal winning Paralympic wheelchair rugby team has delivered assemblies in school, a parent who runs a local Martial Arts group delivers annual taster sessions in school with the children and we have a parent who is an ecologist working closely with our Learning Outdoors leader to support our current re-wilding project. Our Governors also make regular visits to school to speak to senior and subject leaders, conduct pupil voice or participate in events.

We are also very active within our local Learning Community, taking part in learning community moderation and Learning Community networks, for example the Learning Community Heads network and EYFS network, which is run by our Foundation Stage leader. We also engage in a wide range of local sports tournaments and activities, including: Rotherham Schools Year 5 mixed tag rugby; Winterhill cup competitions for Year 2 boys, Year 3/4 girls, Year 3/4 boys and a Year 5 mixed team; Year 4 basketball competition at Wickersley School and Sports college; Year 6 Utilita football competition at Parkgate astro; Year 5 dodgeball, where we reached the Rotherham school finals; and the RUFC Allstars half time cup, in which we progressed all the way to the final stages, where children had the experience of being flag bearers and were taken on a pitch side tour, before playing at half time, at RUFC's final home game of the season.

We engage Rotherham United's Community Trust to deliver PE lessons alongside teachers to help share and develop ideas through a two-way coaching process and improve the delivery of fundamental skills. We have also invited local running man, Ray Matthews, into school to promote running and as a result, some children were involved in the Rotherham 1-mile fun run to raise money for Rotherham Age UK. In addition, the Royal Opera House have provided staff with dance training through the Create & Dance initiative and an exciting celebration day for Year 3 students took place in the summer term, where they showcased the work they practised during workshops as a result of the training.

Effective governance

In conjunction with the NCLT Trust Board, our Local Advisory Group provide challenge and support for school leaders and teachers. We have a team of strong, experienced and knowledgeable Governors and regular meetings, updates and contact ensure they are a strong part of our school life and school improvement. Governors visit school regularly to carry out focused independent monitoring based on the school priorities and provide reports. In this way they are not receiving their information from a single source. Governors ask pertinent questions and challenge leadership decisions appropriately; these are recorded clearly in governor minutes. "Governors and trustees are well informed. They know precisely what the school is aiming to achieve. Governors and trustees work closely with the school to ensure that academic standards and pupils' personal development remain strong," Ofsted, November 2023.

During a recent external Safeguarding, Personal Development and Behaviour review by a consultant from Learn Sheffield, it was commented that the Governors "bring specific, high level skillsets to their role and demonstrate an exceptional level of strategic understanding of how the school works...they are diligent in exercising their core and safeguarding duties."

All governor training is up to date including safeguarding and Prevent. There is a comprehensive training log for all governors, detailing the training they have participated in. Governor training is also included as a standing agenda item for Advisory Group meetings. This has included completing training on Safeguarding, Prevent and Equality and Diversity.

Safeguarding

Children in our school feel safe and there is an open culture where children and parents feel comfortable talking to staff about issues or concerns and are confident that these will be dealt with quickly. There are rigorous processes and procedure in place to ensure pupils are kept safe and feel safe in school.

Staff are aware of the challenges in the local area and also of the increase in incidents of domestic violence and alcohol consumption in the home as a result of the pandemic. All staff on site and Governors have read Keeping Children Safe in Education part 1, including updated guidance. All safeguarding training is up to date, including Prevent, and records of this are kept. Monthly updates for all staff ensure safeguarding is continually revisited. Now that Thorpe Hesley Primary School is part of a larger Trust, mandatory staff training has been reviewed to bring all Trust employees in line. This is to ensure compliance and best practice in these areas across the Trust. Balancing staff workload and urgency of training have been considered in developing a schedule for this training to be undertaken.

New staff are given a Safeguarding induction by our Deputy DSL, as well as completing mandatory Safeguarding training through Educare. Some staff and governors have attended LA CPD relating to issues such as FGM and Racism Awareness, feeding back to both staff and Governing Body. We take the issues of Child Sexual Exploitation and safeguarding very seriously and work tirelessly to ensure safeguarding measures are rigorous and adopted consistently by all staff. The school completes annual safeguarding audits and this is shared with staff and governors. We work closely with the Early Help Team and Social Services. According to a recent external review, "The school has an impressive team of professionals who are clear about their roles and responsibilities within the safeguarding system" (Diane Stokes, Consultant with Learn Sheffield, June 2023). School use CPOMS to record and maintain records around safeguarding as well as behaviour, SEND and medical needs. These are systematically tracked, monitored and reviewed by the DSL and DDSLs.

We have Safeguarding and Anti Bullying Governors who work closely with school ensuring accountability for those with responsibility in these areas. Ofsted (July 2017) reported that, "Pupils are clear that bullying is extremely rare, and that most problems are about falling out rather than bullying. They are confident that adults help them sort any problems out." School also works closely with an Anti Bullying Consultant to provide continued work as well as holding annual Anti Bullying weeks.

The Children and Families Team work with the DSL and DDSLs, with a Children and Families Officer (CAFO) and part time Deputy CAFO who provide pastoral support as well as work with families identified as requiring prior intervention or support to prevent safeguarding or SEMH issues. For example, split families have sessions for mediation and support around working together to support the child.

Safeguarding, including on-line safety is woven through the curriculum. PSHCE lessons, assemblies and invited visitors to the school ensure that pupils have the knowledge and skills to keep themselves safe and make positive, informed choices. Parents are also included in the school's safeguarding programme with regular communications as well as opportunities to participate in online training.

There is a comprehensive programme of E-Safety training for pupils and parents, which includes staying safe on line, use of mobile technology and using social networking sites appropriately. This is embedded in school through our PSHCE and ICT curriculum as well as our Y6 visit to Crucial Crew. The school's X account is used to provide a positive model and parents and children enjoy using it as a platform, along with our comprehensive website, to keep up to date with events and communicate with the school. Any incidences of cyberbullying are infrequent and school has a positive partnership with parents enabling us to jointly address any areas of concern in this regard.

Pupil premium

*See SEND and Pupil Premium section within Quality of Education

Pupil Premium funding for the current year is £75,010 and in the previous academic year school received £69,840 with an additional £6,960 Covid catch up funding.
See Pupil Premium Strategy Statement which outlines school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

Self-judgement

Outstanding

Key priorities going forward

To continue the high standards of leadership within school following recent changes to the Executive Leadership Team* and joining the New Collaborative Learning trust in January 2023.

*New Headteacher, January 2023; Return of Deputy Head (0.8) from maternity leave and creation of Wider Curriculum, Personal Development and Behaviour Lead role, June 2023; Appointment of Deputy Head (0.6) and Assistant Head (0.8), September 2023.

Early Years

Previous judgement:	Outstanding
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Thorpe Hesley Primary Schools' Early Years consists of two nursery and three reception classes. There is an EYFS lead who oversees provision across the EYFS, in addition to teaching one of the reception classes, with two other experienced reception class teachers. The nursery classes are led by a teacher, who is also a member of the senior leadership team, and each class is run by an experienced Early Years Practitioner. The team have an outstanding track-record of helping children from a variety of different backgrounds develop, ensuring their young pupils have an excellent start to their educational life at Thorpe Hesley Primary School. A significant part of the school's success directly links back to the high quality, personalised teaching and learning that takes place under the EYFS team. They achieve this through making a significant positive impact on children's learning and development from the very start of their educational journey.

Induction arrangements for joining the nursery include three open days a year, pre-enrolment visits for children and their families and visits from nurseries for younger children before they start. When they start, the team take a baseline of every child's ability against the development matters statements, taking into account additional needs such as SEN and PP, allowing staff to put personalised support in place from the offset, which is then tracked during the whole of their time with the school. The curriculum is designed to meet the needs of the children, engaging them and offering awe and wonder. Staff use a varied approach to their teaching and learning and use imaginative ways to deliver lessons. Children use both the indoor and outdoor classroom to lead their own learning. Each half term the team run a special event to provide a hook into learning, be it a bear hunt, Chinese lion or a visit from Mr "Meet a Creature" bringing in pets, reptiles and insects to help children explore the curriculum through direct teaching, groupwork and continuous provision.

Children each have their own gallery space, where their work is shared and celebrated through verbal and written praise, and through golden tickets and class points. All support staff are trained to mirror the teacher, for example by repeating examples of phonics used by the teachers with children that day. Whatever the topic staff make sure that they offer as many real-life experiences as they can. Examples of some of the innovative learning that takes place with the EY team include their pirate day, story festival, dance day, minibeast ball, Chinese banquet and vets and pets day. The team also work hard to enhance learning opportunities by using the village around the school. For example, organising a village bear hunt, an Easter bonnet parade or a Christmas grotto. The team use contacts within the village to develop learning opportunities in conjunction with the local community as they arise. Classes spend a lot of time ensuring that EHWP is a priority for children and families. Areas covered include mindfulness, safer stranger and healthy living.

Each individual member of the team makes a significant contribution through their own personal experience and expertise. For example, one TA has worked tirelessly using her own time to research autism and approaches the team could take. She then delivered training to TAs on "Attention Autism" (a learning approach that aims to develop communication skills in autistic children) and subsequently offered this training to the whole school. This has made a significant impact on supporting children with additional needs across all our year groups.

The EYFS leader also leads the local learning community network group, as well as the Early Years Focus Group across the primary schools within our MAT. She has worked in one of our partner primary schools to support the development of their EYFS. This sharing of expertise and resources has not only helped others but has also helped the team to reflect on their own practice. The team also liaise closely with external third parties such as the Child Development Centre and Rotherham SALT to ensure appropriate support for their children.

Last year, we received a Certificate of Excellence from the Pearson National Teaching Awards for our Early Years Team in recognition of the excellent start that they provide to our children's education, providing a language rich environment and a huge range of creative, memorable and fun learning experiences.

Self-judgement

Outstanding
Key priorities going forward
<p>Communication and Language: To support children and families with speech and language needs. PSED: To develop the PSED offer throughout foundation stage to support the needs of the children. Literacy: To continue to build on the positive progress in writing. To develop Understanding the World across EYFS including outdoor learning.</p>

Self-Evaluation Summary of Judgements	
Key judgements	Grade
Quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early Years	Outstanding
Overall effectiveness	Outstanding